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notion of the physical basis of speech, of its relation to thought, of the proper function of spelling, of meaning, and finally the broad lines of the history of the English language. For such matters Whitney's books and such works as Greenough and Kittredge's *Words and Their Ways in English Speech* are invaluable helps and are still to be advised for first reading.

But there was need of a new presentation in English which should restate the problems from the point of view of most recent science. This has been accomplished in Dr. Bloomfield's book with competent understanding of present views and commendable skill in presenting them. Some chapters, no doubt, will prove more difficult reading, require more severe attention than any in Whitney's book. But by comparison with modern treatises like those of Paul or Wundt, the gain in lucidity is marked.

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*The Industrial Training of the Girl.* By WILLIAM A. MCKEEVER. New York: Macmillan, 1914. Pp. x+82. \$0.50.

It is often a reproach to educators that they talk an esoteric language, dubbed by a joyous critic, "pedaguese." Another common defect not yet so happily named is their tendency toward a variety of sentimentality popularly known as "gush." This failing is usually induced by an obtuseness toward the humorous side of their profession and is perhaps best symbolized by the sickly sweetish smile assumed by many a Sunday-school teacher as an evidence of an angelic interior. At first it is merely ludicrous, but by and by it begins to wear. It is this kind of educational patter which drives virility out of the profession and leaves, in the popular estimate as a symbol of the school teacher, a strange, uncomfortable being halfway between the minister and mother on her high horse.

The present volume unfortunately cannot escape the reproach of an ultra-moral tone. Let us be honest and call it gush. Sentences that begin "Oh, how we wish for more ability to understand this precious inheritance" and glide saccharinely toward an exclamation point simply repel any virile American parent, to whom this volume is intended to appeal. Pictures of divinely perfect children, listening cherubically to a story, or sweeping the front porch, are more akin to the impossibly righteous juveniles of the eighteen-sixties than to modern education—especially when they are labeled, "Where love leads the way," or "A 'Little Mother' at her best." With the best of intentions Mr. McKeever has produced a handbook that reads like pedagogical cant.

The whole book is not quite so sugary as the opening chapters, and yet it is one of a type that does more damage to the profession of education than underpaid professors or mediocre schools. If educators are to win the sympathy of the public for their problems, they must present them in a masculine manner, in a vigorous, give-and-take fashion, with virility and earnestness and force and the entire absence of the gushing tone. Mr. McKeever has hold,

however unscientifically, of a real problem, but since he refuses to put it on a scholarly basis he cannot hope for a scholarly discussion of it by his colleagues or an appeal to the judicious public.

The book treats somewhat superficially, and with little reference to underlying principles, the industrial training of the girl from kindergarten to college. The author takes frequent liberty of discussing almost anything along the line of her career, however; thus the chapter on the high-school girl deals among others with democracy in the high school, the sorority, the burdens of intense study, and the high-school girl's clothes. The author has only himself to blame if the reader asks, What have these to do with industrial training? He makes a plea for credit for homework in the grades and—the best thing in the volume—for the parent-teacher association. A candid judgment, however, must pronounce that as a whole there is little excuse for this book.

A bibliography is appended to each chapter.

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*The History of English Literature.* By A. S. MACKENZIE. New York: Macmillan, 1914.

The publication of a new textbook on English literature is not in itself an event. Unfortunately, in this country, teachers and publishers rush into print in a mad scramble for the school-book dollars. One feels that a new organization should be formed for the suppression of unnecessary textbooks. If such a scheme had been undertaken in time, Mr. Mackenzie would have been saved the expenditure of an enormous and valuable energy for an unworthy result.

The book is not hopeless; in places it has a small addition to make to our ordering of courses in literary history. Such is the emphasis upon the Gaelic spirit in English literature, the more firm recognition of the ballad and drama as great and interesting literary forms, and the attention given our modern writers, to whom some forty-five pages are devoted. The difficulty is that several books now on the market already cover most of the ground quite as well. In all of these works the instructor finds the quantity of unattached fact material almost unsurmountable, and his constant plea is for a simplified textbook. Mr. Mackenzie promises in his preface to achieve just this simplicity, but led on by his own wide reaching and catholic but well-grounded appreciation he soon wanders into details such as few textbook makers have recently grieved us with. Another difficulty is that one feels in his work a failure to appreciate the continuity of movements or forms and the fluidity of literature, as well as of other features of life; in another perspective the book lacks apt analysis and careful organization.

The method and style are likewise confusing. The first chapter, on the early Saxon period, opens with—in what seems a far-fetched attempt to connect with the life known to the student—a picture of the Colosseum and a